

Theodore Lester Elementary

3501E. Palmetto Street
Florence, South Carolina 29506

Grades	PK-6 Elementary School	
Enrollment	427 Students	
Principal	Gregory J. Mingo	843-664-8459
Superintendent	Larry L. Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	32	74	18

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Average	Below Average	No
2006	Average	Below Average	Yes

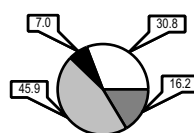
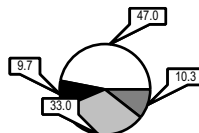
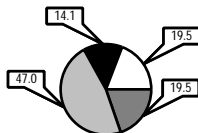
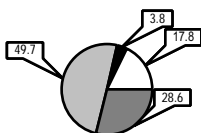
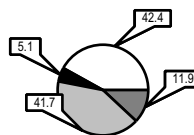
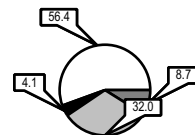
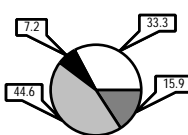
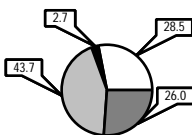
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	219	99.5	20.3	46.5	27.2	5.9	44.6	Yes	Yes
Gender									
Male	122	99.2	28.1	46.5	22.8	2.6	31.6	N/A	N/A
Female	97	100.0	10.2	46.6	33.0	10.2	61.4	N/A	N/A
Racial/Ethnic Group									
White	70	98.6	18.5	40.0	32.3	9.2	52.3	Yes	Yes
African American	143	100.0	21.4	50.4	23.7	4.6	40.5	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	155	100.0	13.3	50.3	31.5	4.9	51.0	N/A	N/A
Disabled	64	98.4	37.3	37.3	16.9	8.5	28.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	99.5	20.3	46.5	27.2	5.9	44.6	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	99.5	20.2	47.0	26.8	6.1	44.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	180	99.4	20.6	48.5	24.8	6.1	42.4	Yes	Yes
Full-pay meals	39	100.0	18.9	37.8	37.8	5.4	54.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	219	99.5	21.3	44.6	19.3	14.9	46.5	Yes	Yes
Gender									
Male	122	99.2	28.1	43.9	19.3	8.8	38.6	N/A	N/A
Female	97	100.0	12.5	45.5	19.3	22.7	56.8	N/A	N/A
Racial/Ethnic Group									
White	70	98.6	20.0	30.8	26.2	23.1	58.5	Yes	Yes
African American	143	100.0	22.9	52.7	13.7	10.7	38.9	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	155	100.0	11.2	49.0	23.8	16.1	53.1	N/A	N/A
Disabled	64	98.4	45.8	33.9	8.5	11.9	30.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	99.5	21.3	44.6	19.3	14.9	46.5	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	99.5	21.7	44.9	18.7	14.6	46.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	180	99.4	22.4	45.5	20.0	12.1	44.8	Yes	Yes
Full-pay meals	39	100.0	16.2	40.5	16.2	27.0	54.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	219	99.5	46.0	31.2	9.9	12.9	22.8
Gender							
Male	122	99.2	49.1	30.7	8.8	11.4	20.2
Female	97	100.0	42.0	31.8	11.4	14.8	26.1
Racial/Ethnic Group							
White	70	98.6	27.7	33.8	15.4	23.1	38.5
African American	143	100.0	56.5	28.2	7.6	7.6	15.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	155	100.0	44.1	32.2	12.6	11.2	23.8
Disabled	64	98.4	50.8	28.8	3.4	16.9	20.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	99.5	46.0	31.2	9.9	12.9	22.8
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	99.5	46.5	30.8	10.1	12.6	22.7
Socio-Economic Status							
Subsidized meals	180	99.4	48.5	33.3	8.5	9.7	18.2
Full-pay meals	39	100.0	35.1	21.6	16.2	27.0	43.2

Social Studies							
All Students	219	99.5	31.2	44.1	15.3	9.4	24.8
Gender							
Male	122	99.2	36.0	40.4	17.5	6.1	23.7
Female	97	100.0	25.0	48.9	12.5	13.6	26.1
Racial/Ethnic Group							
White	70	98.6	21.5	46.2	18.5	13.8	32.3
African American	143	100.0	36.6	42.7	14.5	6.1	20.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	155	100.0	25.9	49.0	17.5	7.7	25.2
Disabled	64	98.4	44.1	32.2	10.2	13.6	23.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	99.5	31.2	44.1	15.3	9.4	24.8
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	215	99.5	31.3	44.4	15.7	8.6	24.2
Socio-Economic Status							
Subsidized meals	180	99.4	30.9	45.5	16.4	7.3	23.6
Full-pay meals	39	100.0	32.4	37.8	10.8	18.9	29.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	51	100.0	14.9	23.4	48.9	12.8	61.7
	4	59	100.0	25.5	40.4	29.8	4.3	34.0
	5	61	96.7	30.8	55.8	11.5	1.9	13.5
	6	62	100.0	58.2	38.2	3.6	0.0	3.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	13.5	38.5	36.5	11.5	48.1
	4	55	98.2	22.0	40.0	36.0	2.0	38.0
	5	56	100.0	14.0	62.0	20.0	4.0	24.0
	6	52	100.0	32.0	46.0	16.0	6.0	22.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	51	100.0	10.6	51.1	31.9	6.4	38.3
	4	59	100.0	27.7	34.0	38.3	0.0	38.3
	5	61	98.4	30.2	54.7	7.5	7.5	15.1
	6	62	100.0	25.5	47.3	21.8	5.5	27.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	5.8	51.9	23.1	19.2	42.3
	4	55	98.2	32.0	32.0	18.0	18.0	36.0
	5	56	100.0	22.0	50.0	18.0	10.0	28.0
	6	52	100.0	26.0	44.0	18.0	12.0	30.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	51	100.0	23.4	51.1	17.0	8.5	25.5
	4	59	100.0	38.3	42.6	10.6	8.5	19.1
	5	61	98.4	60.4	28.3	9.4	1.9	11.3
	6	62	100.0	54.5	34.5	3.6	7.3	10.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	30.8	44.2	19.2	5.8	25.0
	4	55	98.2	46.0	26.0	12.0	16.0	28.0
	5	56	100.0	54.0	24.0	4.0	18.0	22.0
	6	52	100.0	54.0	30.0	4.0	12.0	16.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	51	100.0	8.5	53.2	23.4	14.9	38.3
	4	59	100.0	36.2	46.8	10.6	6.4	17.0
	5	61	98.4	37.7	56.6	5.7	0.0	5.7
	6	62	100.0	54.5	40.0	3.6	1.8	5.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	13.5	38.5	36.5	11.5	48.1
	4	55	98.2	30.0	48.0	12.0	10.0	22.0
	5	56	100.0	38.0	50.0	4.0	8.0	12.0
	6	52	100.0	44.0	40.0	8.0	8.0	16.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 427)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.2%	Up from 4.9%	3.9%	2.8%
Attendance rate	96.0%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.9%	0.0%	0.0%
Eligible for gifted and talented	8.5%	Up from 4.8%	5.6%	10.4%
On academic plans	40.2%	N/AV	46.6%	33.6%
On academic probation	0.0%	N/AV	0.4%	1.0%
With disabilities other than speech	21.0%	Up from 13.0%	7.6%	7.5%
Older than usual for grade	2.5%	Down from 3.4%	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	40.9%	Down from 46.5%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	18.8%	N/A	3.4%	2.4%
Teachers with emergency or provisional certificates	2.9%	Down from 11.8%	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 77.0%	86.1%	87.3%
Teacher attendance rate	95.6%	Down from 96.1%	94.7%	94.9%
Average teacher salary	\$40,331	Up 3.6%	\$41,658	\$42,485
Prof. development days/teacher	13.6 days	Up from 11.9 days	13.5 days	13.3 days
School				
Principal's years at school	1.0	Down from 10.0	5.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 16.7 to 1	17.0 to 1	18.6 to 1
Prime instructional time	90.7%	No change	89.2%	89.7%
Dollars spent per pupil*	\$9,505	Up 2.2%	\$7,053	\$6,557
Percent of expenditures for teacher salaries*	66.6%	Down from 70.0%	62.8%	64.0%
Percent of expenditures for instruction*	71.6%		69.0%	69.1%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Theodore Lester Elementary is a school with Extra Special People. All students are encouraged and challenged to Reach for the Stars. The school is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation.

The school's population is comprised of child development to sixth-grade students with orthopedic disabled students and autistic students in resource and self-contained classes.

All special needs students are mainstreamed to the regular classroom during the school day.

During the 2005-06 school year, the School Improvement Council continued its efforts to help improve learning and to promote a learning environment that offered students opportunities to excel. Employees of Roche Carolina provided challenges in math for fourth graders. The Florence, South Carolina, Progressive Women tutored students after school. John Calvin Presbyterian Church provided lunch buddies for the school. The council supported Muffins for Mom, Doughnuts for Dad, Teacher Appreciation Week, and the spring carnival.

The goals for the 2006-07 school year are increased reading and writing across the curriculum, a more focused character education program, increased parental involvement; and meeting AYP requirements.

Theodore Lester Elementary continues to be one of the best educational institutions in the state. With the help of organizations like our School Improvement Council, parents, and dedicated staff, the school continues to grow and to provide learning opportunities for all students.

Gregory J. Mingo, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	49	27
Percent satisfied with learning environment	100.0%	68.8%	92.3%
Percent satisfied with social and physical environment	97.1%	75.0%	81.5%
Percent satisfied with school-home relations	82.9%	77.1%	88.5%

*Only students at the highest elementary school grade level at this school and their parents were included.